



**Northeast Core to College Curriculum Council  
October 9<sup>th</sup>, 2013**

Institution or District	1. a. Regular convening of K12/Higher Ed to engage in collaborative, topical discussions.	1.a. Level of Support	1. b. Develop a website/listserv to connect K-12 and higher ed. on existing opportunities within our region.	1.b. Level of Support	2. Form Curriculum Alignment Content Teams focused on Interdisciplinary Writing and Math Instruction through the sharing of syllabi/units of study.	2 Level of Support	What additional considerations, concerns, or questions do you have regarding our council?
1.	I support the list of proposed key players and the timeline. Discussion topics might include challenges of teaching math and writing K-12 and higher ed; teaching methods useful in both settings.	4	Nothing to add here.	3	I agree with the summary document.	4	Thanks for your good work!

2.	<p>a. Key players are very important. I am sorry I had to miss the October 9 meeting. Were technology centers and private universities included along with ETSU and Northeast State? If not, they should also be involved.</p> <p>The timelines are appropriate. Naturally the times need to be coordinated with other initiatives such as Common Core 101, 202 classes and Niswonger Symposium.</p> <p>Discussion of updates relative to passing the common core Algebra 2 and credit bearing classes for dual enrollment as well as enrollment in college needs to begin.</p>	5	<p>I see the Core offices as facilitators of work that is happening in the district. One caution I would give is not bringing high achieving districts down to mediocrity with topics. It is a hard balance, just like we differentiate in the classroom, we need to follow this concept in groups. Everyone needs to hear the same message, but how we group those in sessions will be key to the success of conversations. All need to feel comfortable and transparent in their discussions without making some feel bad about achievement and gap closures and some looking like they have all of the answers. We all deal with students who come with complicated lives - our strategies need to address the learning and we need to stress the building of relationships to enhance acceptance of our strategies.</p>	5	<p>I feel HE needs the expertise k-12 can give relative to following standards. The sharing of syllabi/units of study will be beneficial for all. How it is perceived at the local or HE individual levels will be determined by leadership at those levels. I see what we are doing as a systemic approach rather than a vertical teaming approach.</p>	4	<p>It will be important to have the same players at the table with each meeting. The group will need to build a team relationship before work will be embraced. I see you trying to provide action plans, not advisory groups. They look very different in their make-up.</p> <p>What does not need to happen is busy work that will not be embraced or applied.</p> <p>The council is a good start . When requesting team members, let us know the purpose of the council and go from there. I see several working subcommittees that could form. Let's also keep in mind that schools and systems have a School Improvement Process and System Improvement Process. I see this as a CORE Improvement Process and P16 Improvement Process. We need to thoughtfully consider how all the puzzle pieces will fit together to strengthen the whole of the district and ultimately the state.</p>
----	---	---	---	---	--	---	--

3.	I think the collaboration between Higher ed, K-12 and the Department are vital to achieve improved communication that will have a direct impact on teaching and learning.	4	For this to have an impact this needs to be accomplished within a couple of months.	3	This will be ongoing, but to get started as soon as possible. A lack in time will decrease participation between agencies	5	For this to be successful must have consistency and feedback on a regular base.
4.	I thought we had focused on providing professional development on pedagogy appropriate for use with the Common Core for those teaching at the secondary level. The extent to which the pre-service component of that is contingent upon collaboration with arts/sciences faculty. So, in addition to those who were involved last time, more engagements with arts/sciences faculty would be helpful. I think the sooner that happens the better. In terms of professional development for teachers already employed, I would suggest some sort of RFP process to make that happen via technology.	5	I think my responses in 1a would be relevant here as well.	3	This is not something that I think I can contribute much to--this is somewhat out of my area of expertise.	3	The First and Third goals seem the same...

5.	I'm not sure how productive these general conversations will be, or at least whether Higher Ed content instructors need to participate in these types of conversations. We have had a lot of success coming alongside Knox County 11-12 grade teachers to assist with their new English 11/12 curriculum because our collaboration is very results-focused (we were writing a new curriculum) and included teachers, not just administrators, in the collaboration.	2	Even something as simple as a Facebook group to share news, questions, and documents might be feasible.	3	I think there has to be more preliminary work before sharing syllabi/units because in our experience there is a big cultural divide between the discipline of English in high schools and how writing is taught (and studied) at the university level. Again, in Knox County, we have had a lot of success sharing recent research about how students develop as writers with Knox County English teachers and then working with them to develop curriculum, units, and assignments based on evidence. But, a lot of groundwork has to be laid before the sharing of assignments/units is productive because most high school English teachers are trained in Literature, not Writing Studies (Rhetoric and Composition).	4	
----	---	---	---	---	---	---	--